LANGTREE SCHOOL GOVERNORS' REMOTE LEARNING POLICY

LANGTREE SCHOOL ACADEMY TRUST COMPANY
AN EXEMPT CHARITY LIMITED BY GUARANTEE
COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company ("TLSATC") any reference to Langtree School, School, Governors of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED		**STATUTORY**	
REVIEW FREQUENCY	**ANNUAL**		
DATE OF POLICY	**October 2020**		
DATE OF LAST REVIEW	**Oct 2020**		
REVIEW DUE	**July 2021**		
COMMITTEE	**Curriculum and Standards**		
Signed: Chair of Governors			
Remote Learning Policy October 2020			

BACKGROUND
This policy is to ensure the ongoing education of Langtree School pupils under unusual circumstances. This policy will be future-proofed against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

We are mindful of the challenges of operating in an unfamiliar environment in that:
- Online learning operates on a very different dynamic
- Some subjects and activities do not lend themselves well to remote learning

AIMS & OBJECTIVES:
The aim of this policy is to provide a set of guidelines to enable all members of staff to understand their responsibilities in preparing for and delivering effective remote learning for all Langtree Students.

RESPONSIBILITIES
The Governing Body/Board of Directors
The Governing Body has a responsibility as an employer to ensure that:
- Ensure the school's policy fulfils its statutory requirements to provide remote learning for students in the event that education is disrupted by absence or closure.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored.
- Monitor the school's approach to providing remote learning and make sure staff are certain that systems are secure.

The Curriculum and Standards Committee is responsible for the monitoring of this policy and reporting back to the FGB on its implementation.

Headteacher
The Headteacher has overall strategic responsibility to the Governing Body for ensuring the planning and implementation of the school's Remote Learning Policy and associated management systems.

S/he will ensure that a suitable organisation is created to establish arrangements for satisfying the Remote Learning Policy and thereby the aims and objectives of the Governing Body

In particular S/he is to:
- Using staff meetings or setting aside professional development time
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education
- Year 7, 8 and 9 Pupils will receive Satchel/Show My Homework and Google refresher sessions in Computing lessons
- KS4 students will have their knowledge and ability to use these platforms checked by their form tutors and addressed where required.

Remote Learning Lead
The Assistant Headteacher for Teaching and Learning is responsible for formulating and overseeing Langtree School's Remote Learning Policy. Any questions about the operation of this policy or any concerns about the viability of any part of this policy should be addressed to the Assistant Headteacher for Teaching and Learning in the first instance.

Deputy Headteacher

The Deputy Headteacher is responsible for the implementation of the policy and all associated arrangements in the absence of the Headteacher. Specifically, the current Deputy Head Teacher is the Designated Safeguarding Lead and remains responsible for Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. More advice on safeguarding and pastoral issues is available in the guidance for teachers document. Any questions or concerns about safeguarding should continue to be raised to the Designated Safeguarding Lead.

Subject Leaders

All subject team leaders are responsible for ensuring their departments are prepared to deliver effective remote learning: -

Remote learning for individual students isolating for Covid Reasons

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. The student's subject teachers will use the classwork facility in Satchel/Show My Homework to make work available to the student. If there are any issues with the compilation of work, teachers should liaise with the subject leader. Though every case will have its own specifics, a rough guideline for the frequency of communication between someone at school and parent would be once per week.

Preparing for Remote Learning

We would expect that many of the steps below should already be in place with most staff within Langtree School. We would expect that there will be future benefits to putting these plans into place. Langtree School will be proactive in ensuring that:

- Staff have access to suitable resources for all classes, and that these are set up and shared.
- Staff have the ability to pre-record a lesson or, if they prefer, to host a Google Meeting (video and/or audio) with their classes either from their classrooms or from home.

Continuity of Education in Event of a Closure

Langtree School will make provision for remote contact with pupils by:

- Setting work dailly which allows them to continue to progress while at home; work will be set every day by 9am for completion on that day. A 24 hour grace period will be allowed to ensure students are able to manage issues such as sharing devices or working around other commitments.
- Ensuring sufficient work is set to cover ongoing periods of closure.
- Providing optional,additional work beyond that set as part of the requirements above, (Each subject department should provide a Keep on Learning list of resources and activities)

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, the following steps will be taken:

- the Head of Year will contact the pupil to try to solve the issues
- the Deputy Headteacher will contact the pupil and their parents to identify barriers to learning and create an action plan.
- the Headteacher will be informed of any pupils who are still not working regardless of the support put in place and appropriate action will follow (this may include a virtual meeting).

Remote Learning Practices:

- Show My Homework will be the single hub for all remote learning interactions.
- Staff will provide at least one pre-recorded lesson every 2 weeks

- Google Meet allows teachers to host video and audio calls and automatically invite members of their classes - but there is no expectation for staff to deliver live lessons
- If staff do deliver a live lesson, the lesson should be recorded for easy access at a future date and time
- Screen sharing will allow teachers to broadcast their screens and open documents during the Meeting calls for discussion and sharing with the class
- In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Subject Leader to ensure work is set to her/his classes.

Our Primary platforms are:
- Show My Homework
- MyMaths
- Kerboodle
- GCSEPod
- Doddle
- Google Meets
- Google Classroom
- Seneca
- Educake

Pastoral Leaders

In event of a school closure, the primary responsibility for the pastoral care of a student rests with their parents / guardians. Students or parents should contact their tutor, Head of Year or subject teacher if they have any concerns via the staff members' Langtree email.

Pastoral care during a school closure
- Form Tutors (under the guidance of the Pastoral Deputy and Heads of Year) should make contact with their tutees to monitor both academic progress and their general wellbeing.
- Form tutors will be expected to pass on feedback to Heads of Year, particularly if there are concerns or a lack of communication. All contact with students and their parents will be documented and shared with staff.

SENDCo

- The SENDCo to make reasonable endeavours to secure and deliver special educational provision contained within an EHC Plan.
- The SENDCo will ensure Teaching Assistants (TAs) support teaching staff in preparing resources and helping students with SEND are prepared for any shutdown.
- The SENDCo will endeavour to ensure contact with pupils on their list is made regularly to provide additional support, by email or phone with parents/pupils and feedback to teachers where necessary

Staff

All staff are required to ensure they: -
- Have received appropriate training. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.
- That their computer- based teaching resources are available outside of school
- That they have access to key resources not available online at home e.g. key textbooks
- That they have access to a suitable device for home use and if this is not the case then staff should alert the Assistant Headteacher for Teaching and Learning to the situation
- To set, assess and return work to students promptly by electronic means.

- Communication must always occur via official school channels, and not through personal accounts or other websites.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set on Satchel/Show My Homework, with clear due dates given to students for completion, thereby helping students to organise their time. Teachers should keep accurate records of all work completed, submitted and assessed.

Support for Students with SEND

- Teachers should ensure that work is differentiated as required for all learners when setting online tasks.
- Profiles are available for SEND pupils and advice can be sought from the SENDCo.
- Teaching Assistants to continue to support SEND students, as directed by the SENDCo.

Safeguarding

Please note that any remote working methods should adhere to GDPR guidelines. In most cases remote working will be set via Satchel/Show My Homework. However, teachers and students must use their Langtree account (Email, Google classroom, Google Meets, Microsoft Teams etc.) and if you are using flipped learning techniques, uploading videos or video conferencing, please ensure your background is blurred or neutral. Instructions for setting up video conferencing and live links have been provided.

It is possible to record meetings in both Google Meet and Microsoft Teams and this is required, both for possible future reuse and to demonstrate safe working practice if needed. Students can also be prevented from recording the sessions and this function must also be selected.

Before attempting any audio/video live links teachers must speak to the Deputy Head and ensure they have completed the risk assessment.

Teachers must not set up or join social media groups for school use with pupils (such as WhatsApp etc.). If you need to use any apps or materials that fall outside the school network, please ensure you have discussed it with your line manager.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Students will also be expected to read and respond to communication from the school on a regular basis. In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch up once the school reopens.

Students should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. For example, students should ensure they are submitting all work via the Satchel/Show My Homework platform, so teachers can monitor their progress. If students or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject teacher. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to the student's tutor.

Teachers must work on the assumption that students will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct students to take relevant equipment home.

The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. science or art).

Teachers should ensure they are able to scan or upload photos of important resources in case students do not have access to them at home. Online textbooks are helpful in this regard and many subjects have access to these.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the student's ability to print at home.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Aims of remote learning
- To ensure our responsibility for the education of our students continues during the period of school closure
- To provide students with regular learning tasks to maintain their levels of attainment and keep their brains and learning capacity active
- To provide engaging and accessible work, appropriate to context
- To provide students with clear and consistent expectations to help them maintain a routine during uncertain times
- To encourage students to continue building their subject knowledge
- To support students maintain their confidence, optimism and sense of achievement
- To maintain relevant curriculum provision within the restrictions and limitations of school closure

The remote curriculum: what is taught to pupils at home
Will my child be taught broadly the same curriculum as they would if they were in school?

Departments have reviewed the curriculum they would normally deliver:
- Some departments have decided to continue following the same curriculum structure through remote learning as they would do if we were in school
- Other departments have identified parts of their curricula which could most successfully be delivered through remote education and will teach the other sections when we return to school

Remote teaching and study time each day
How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Students will follow their normal Covid timetable for the two week cycle and be set 90-100 minutes of remote learning in each of their three scheduled lessons per day. This amounts to 5 hours of remote learning per school day.
- Where live lessons are offered students are expected to attend promptly.
- Other learning can be scheduled to suit the personal circumstances of the student and their family. We recommend, where possible, that students follow their normal lesson order as this will mean their teacher is most likely to be available to support if needed.
- Students in school as critical workers or vulnerable students will follow the same remote learning as their peers at home. They will have a range of staff to supervise their learning and should schedule their subjects so as they can access live lessons and then so as they can use the support of subject specialists where available.

Accessing remote education
How will my child access any online remote education you are providing?
- All remote learning will be set daily by 9am using the Satchel (Show My Homework) platform.
- This posting could signpost further resources sent though
  - Google Classroom
  - Shared Google files

- Email notifications (particularly in the case of live lessons)
- Sam Learning
- Other available platforms such as MyMaths, Doddle, Kerboodle, Seneca, Educake

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have identified students for whom lack of IT hardware would have provided a complete barrier to accessing the remote learning and provided them with a device procured either from the DfE scheme, generous donations from members of our community or through a scheme set up by a local independent school to recondition old laptops turning them into chromebooks.
- We have used some of the DfE funding to buy some more chromebooks which we will be distributing to families where there are still issues - for example where siblings or families are sharing devices.
- We have been sent one internet hotspot dongle to support students or staff who have no internet access.
- The DfE are also able to subsidise data use for students who are using their mobile phones either directly or as an internet hotspot.

Please contact Mrs Taylor-Lane (mtaylorlane@langtreeschool.com) if you feel you would benefit from any of the above support.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- recorded teaching (e.g. Oak National Academy lessons, BBC bitesize or Youtube clips)
- video/audio recordings made by teachers
- live teaching (either through Google meet or document sharing and use of the chat functions)
- Work packs produced by teachers and distributed through Google Classroom or other sharing platforms
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Some students will be enrolled on the National Tutoring Programme to support them to catch up or develop further.

Engagement and feedback
What are your expectations for my child's engagement?

- We expect all students to have logged on to Satchel (Show My Homework) by 9am each day
- We expect all students to complete a minimum of 90 minutes learning in each of the three subjects they were timetabled to attend that day
- We expect students to attend all live streamed lessons offered or, where they cannot attend, notify their teacher in advance of their absence.
- Where 1 ½ hours of work was not completed in a session, students are expected to catch up in the evening or at weekends.
- Students are expected to submit their work by the end of the day after it was set.
- Where work is not submitted the teacher will mark it as such on the third school day after it was originally set. The teacher will set an extension deadline at this point. If the work is still not received the teacher will identify this student on the missed work database.
- Students with significant amounts of missed work will be contacted by a member of our Keeping In Touch Team.
- If there is no improvement in engagement students may be assigned a learning coach to support them to organise and complete their remote learning.

What are your expectations for the support that we as parents and carers should provide at home?
- We are very aware that some parents will be working full time, either traditionally or from home, and this can be very difficult to manage alongside homeschooling. We expect any parent who is struggling,

to contact the school or make the issues known when a member of our Keeping In Touch Team contacts the family.
- We expect parents to log into the Satchel platform (preferably on a PC, chromebook or laptop) to monitor the work being set, support required by the student and feedback on the work submitted.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Information on the "submission status" of all work is available on the Satchel platform.
- Feedback on the work will be delivered through a variety of methods and platforms including annotated work, comments on electronic docs, general feedback to a class through live meeting, videoed or written form, self-marking quizzes and formal tests.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Students with an EHCP, other significant Special Educational Need or who are identified as vulnerable will be invited into school.
- Other SEN students will be supported intensively by their Key TA through the use of daily video meetings or telephone conversations.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Remote learning will be set for students self isolating due to Covid-19 in a similar way to that outlined above - students will be assigned work through the classwork section of Satchel.
- Students who are well enough will be expected to complete this work in line with their normal timetable and submit it by the end of the day.
- Where possible this work will mirror the concepts being taught to their pees in school so as the student can reintegrate into the class fairly easily.